

**ACS WASC MID-CYCLE VISIT
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR



THAI-CHINESE INTERNATIONAL SCHOOL

**101/177 Moo 7 Soi Mooban Bangpleenives Prasertsin Road
Bangplee-Yai, Bangplee, Samuyprakarn 10540**

Thailand

March 18 - 19, 2024

Visiting Committee Members

Yanik Ruley Principal/Superintendent (Retired)
Vacaville, California

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Chiang Mai, Thailand

I. Introduction

Student/Community Profile Data

TCIS is a non-profit organization that was established in 1995 with 155 students. The founding school board consisted of a group of Taiwanese expatriate business people who had the vision and goal of creating an American curriculum school with an additional Chinese language program which would prepare students for U.S. and international universities and be comparable to the best schools in Taiwan. The Thai-Chinese International School serves the needs of the children of the community who would benefit from such an institution with instruction in the English, Chinese, and Thai languages, international in character, and based on contemporary educational philosophy and methods.

Students are regularly admitted to top Thai, Taiwanese, American, and other universities around the world. For the Class of 2019, 100% of graduates earned university acceptance. TCIS has no formal business ties or income other than tuition. TCIS is recognized among the top ten international schools in Bangkok that offer an American Curriculum and 100% American-English speaking academic programs. They currently have more than 40 American and Canadian teachers, 13 Chinese teachers and 9 Thai teachers. They are accredited by the Western Association of Schools and Colleges (WASC) and offer multiple Advanced Placement high school courses. They take pride in the daily instruction in Chinese and in Thai languages. Graduates are regularly accepted at major colleges and universities in North America, Asia, and Europe. 25 Years of Learning and Growth at TCIS A major milestone in the school's history was the preparation for the celebration of the 25th year anniversary. The longevity of TCIS is evidence of the success of the founders' vision, as well as an indicator of the school as an important part of the local community.

Student Demographics

The TCIS currently has 591 students (January 2024) who represent 15 nationalities, ages 2–19. The following table shows the percentage of National TCIS students

Year	Number of Students	Thai	Taiwanese (R.O.C)	Chinese (P.R.C)	Other	Total
2023-24	590	70.85%	17.12%	6.27%	5.76%	100.00%
2022-23	585	73.85%	15.21%	5.81%	5.13%	100.00%
2021-22	589	74.87%	15.45%	4.58%	5.09%	100.00%
2020-21	631	72.90%	18.07%	4.28%	4.75%	100.00%
2019-20	671	70.34%	19.67%	4.77%	5.22%	100.00%
2018-19	686	67.64%	22.74%	3.94%	5.69%	100.00%
2017-18	667	66.42%	24.74%	3.30%	5.55%	100.00%

2016-17	661	66.72%	25.72%	2.72%	4.84%	100.00%
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Enrollment Comparison from 2021 to 2024								
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Grade	2021	2024	+/-		Grade	2021	2024	+/-
PK2	7	9	+2		Gr.5	43	42	-1
PK3	26	23	-3		Gr.6	45	36	-9
PK4	27	31	+4		Gr.7	57	50	-7
KG	33	22	-11		Gr.8	49	47	-2
Gr.1	37	36	-1		Gr.9	40	48	+8
Gr.2	35	36	+1		Gr.10	51	52	+1
Gr.3	36	43	+7		Gr.11	54	39	-15
Gr.4	42	48	+6		Gr.12	51	28	-23
Primary School	243	248	+5		Senior School	390	342	-48
+/-	+5				+/-	-48		

<p>April 2021: Total Enrollment: 663 February 2024: Total Enrollment: 591</p>
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Student Achievement Data

As part of its commitment to measuring students' achievement and growth over time, students in grades 1–9 participate in various standardized testing programs each year. Students in grades 1–7 complete the NWEA MAP (Measures of Academic Progress) test twice each year, and students in grades 8–9 complete the PSAT 8/9 exam each fall.

NWEA MAP Results

On the following graphs, blue and green represent proficient or highly proficient students. Yellow indicates students who are nearly proficient, while orange and red indicate students of concern who are performing below the 40th percentile of the global average.

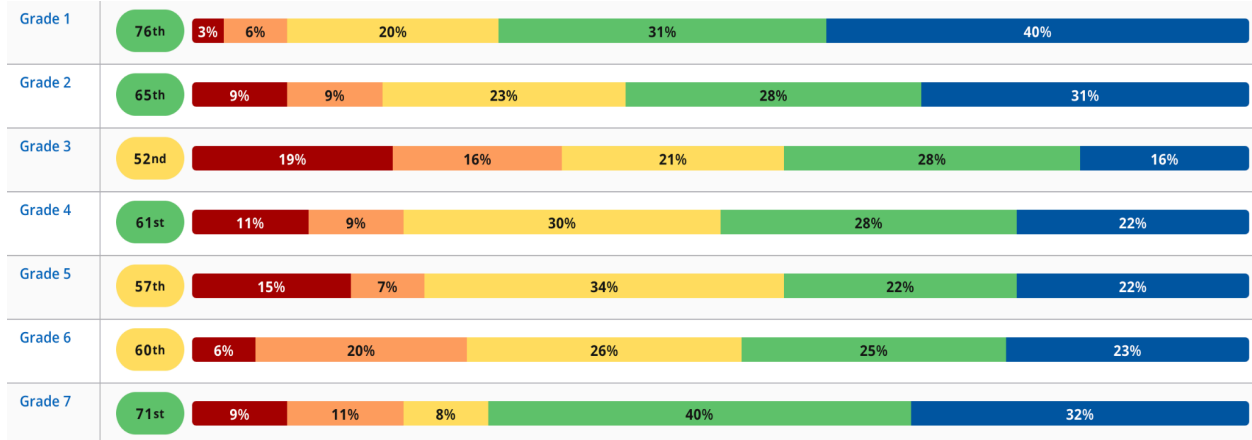
Math

Their mathematics scores are relatively higher than English scores; in most grades, no more than 30% of students scored in the lowest two categories. In most grade levels, scores have stayed

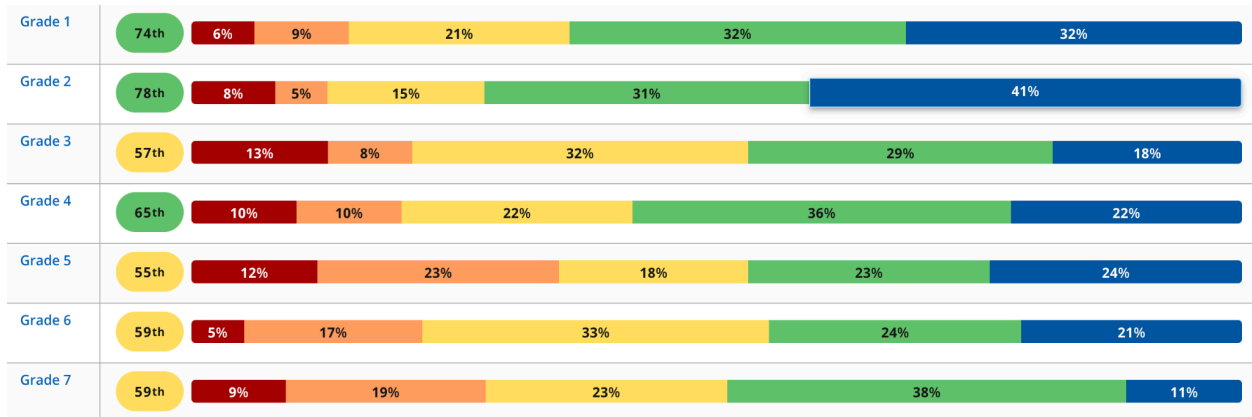
relatively similar, both in terms of the percentage of students performing at- or above-average as well as the grade-level average performance. One notable difference in the fall 23 scores is the significant improvement in grade 7 scores.

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

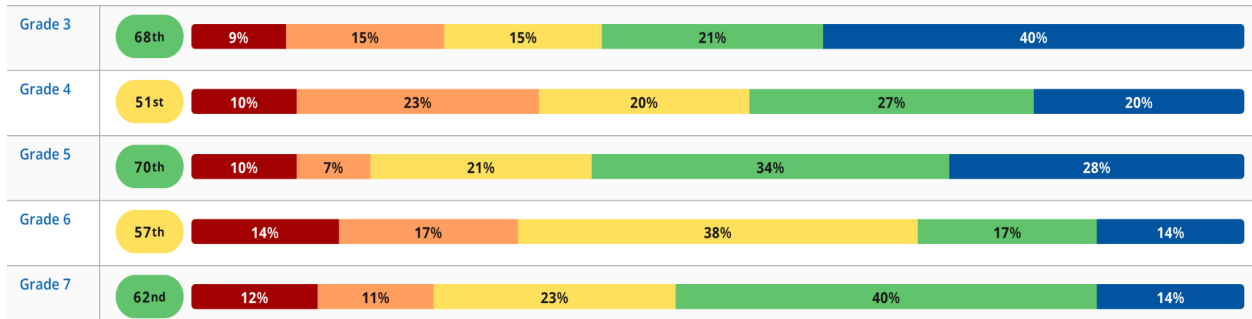
2023 Fall

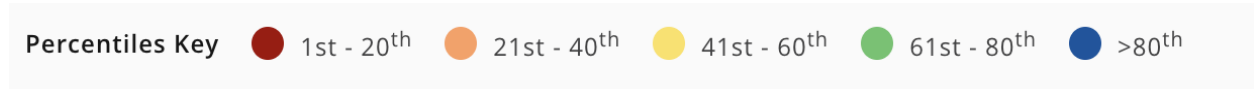


2022 Fall

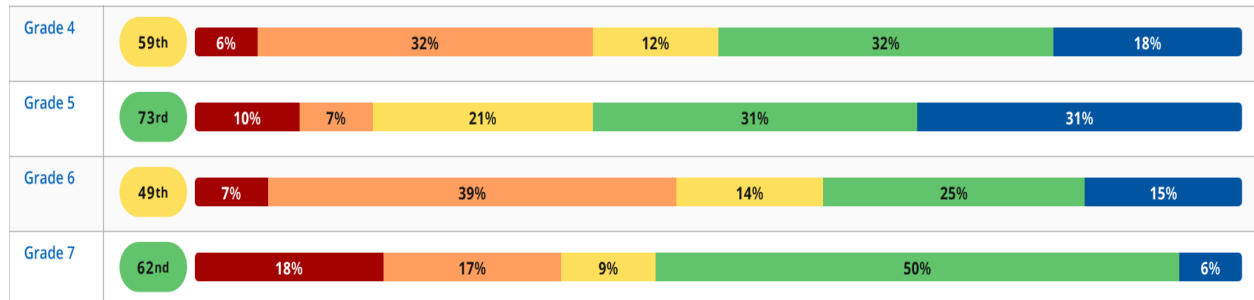


2022 Fall



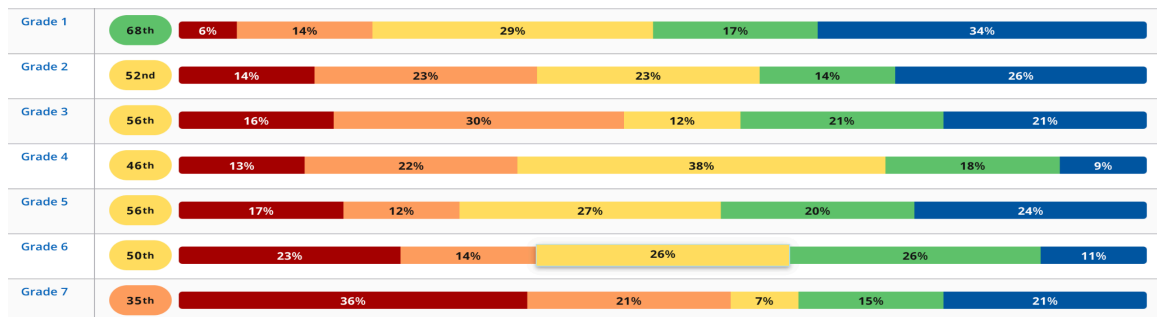


2022 Fall



Reading

The reading sub-test results show that over 50% of students in grades 1 and 2 are scoring proficient or highly proficient (blue or green); however, after reaching middle school, students’ progress begins to stagnate, leading to lower scores. In the fall of 2023, they recorded continued growth in percentage of at- or above-average readers in the middle school cohort; however, there was a drop in average scores across the program. One hypothesis for this drop is the relatively higher number of ELL students who have joined their program post-Covid.



Significant Changes to Organizational Structure

Since the 2020 WASC visit, there have been several significant changes in senior administration. In the 2021–22 school year, student numbers were down, and no additional administrator was hired. The Head of Middle School and the Head of High School were combined into one role called Head of Secondary School. For the 2021–22 school year, the Head of Elementary School left in March, and there was one Head of Secondary School for the entire school.

At the end of 2021–2022, the former head of school retired after seven years in the position, and Dr. Michael Purser (previously the secondary head of division) moved into the head of school role. Dr. Michael’s advancement into the position comes after seven years of service to TCIS and ensures stability in senior administration. 2022 also brought three additional significant changes in senior administration: Mr. Kevin Curran was hired as the new head of high school, Mr. Richard Poulin was promoted from a teaching role to the Head of Middle School, and Dr. Scott Dennison was hired as the new head of ECE and elementary. A new senior administration position of curriculum coordinator was created, and Ms. Jasmine Orellana filled the position after successfully teaching at TCIS for two years.

In the 2023-24 school year, two additional roles were added to the Senior Administrative Team; a Head of Student Services role and an Athletic Director position. Ms. Juanita Wilson was promoted to head the Student Services Department after serving as a teacher for 2 years and then as Head of ELL for one year. The Student Services team now comprises all counselors and ELL teachers. Mr. Sean Allen was promoted to Athletic Director after being a teacher for 5 years at the school. The move of the athletic director to a senior position was motivated by the desire to have a strong athletic direction in the TCIS that can contribute significantly to building a positive and vibrant school culture, building pride in the school, and promoting overall health and wellness for students.

Significant Staffing/Position Changes

The addition of the Curriculum Coordinator to the Senior Leadership Team marked a significant enhancement, establishing the role as a full-time position with a maximum of two dedicated teaching blocks. Throughout the current academic year, the curriculum department at TCIS has diligently engaged in curriculum mapping, utilizing these comprehensive maps to establish objectives for ongoing curriculum development. Various unit planning workshops were conducted for our staff, fostering collaborative environments, and facilitating opportunities for teachers to glean insights from each other on optimal methods for crafting lessons that resonate positively with our diverse learners at the TCIS.

To foster seamless communication and clarity between divisions, heads of division convene regularly to facilitate open dialogue. Additionally, the curriculum coordinator conducts weekly meetings with department heads and lead teachers to ensure coordinated communication. The Monday after-school meetings serve as a multifaceted platform to engage with staff on various matters.

Lead Teacher

In the 2022–23 school year, they added one lead teacher position for the elementary school and one for the secondary school (job description). For the 2023–24 school year, they added an additional lead teacher position in middle school. The result is that each division now has a lead teacher representative. Each of these positions is a stipend, and the respective division heads select the lead teacher through an open interview process where all teachers can apply for the position each year.

Curriculum Storage and Integration

A significant transition occurred when they shifted from Google Drive to Atlas Rubicon for the dissemination of lesson plans, unit maps, and syllabi. This transition, although substantial, was executed with meticulous effort from the curriculum department to ensure the seamless integration of Atlas Rubicon. Teachers committed themselves to the meticulously designed Atlas Rubicon Implementation Timeline, fostering a methodical and successful adoption process. In addition to these initiatives, the curriculum department proactively supplied a repertoire of sample units, exemplified by the one presented here, which stands as a testament to the commitment to excellence in the development of the elementary school science curriculum.

Documentation Changes/Revisions

One of their critical areas of need in our 2021 self-study report was the need for a transparent and revised board policy. The admin team worked on making suggestions for a

recommendation to the board at the admin retreat on September 24, 2022, and September 25, 2022. Over the course of that year, the administrative team worked on a collaborative document to make recommendations.

These recommendations were submitted to the Foundation Board on May 23, 2023, and the board discussed the recommendations. The Chairman of the Board assigned a Board member to the lead for the Policy Revision document. The legal team reviewed the policy manual and all revisions to ensure compliance with Thai law. The policy lead met with the Head of School on December 13, 2023, with needed revisions to the document, and again with the Head of School on January 11, 2024, for additional revisions. The Board Chairman and the Policy Lead met with the Head of School again on January 12, 2024, and January 13, 2024 for a final round of revisions. The needed revisions were made after consultation with the Thai Director and the Ministry of Labor and Ministry of Education. The document was finalized on January 19, 2024, and submitted to the Board Chairman. A Foundation Board meeting is scheduled for February 23, 2024, to vote on the revised policy document. This document includes a diversity, equity, and inclusion statement (DEI) as well as a non-discriminatory statement. Once the document is approved by the Board, it will be shared with stakeholders.

The admin team worked on harmonizing all TCIS teaching contracts at the fall admin retreat in September 2022. Harmonizing contracts is important because it helps create consistency, fairness, and efficiency. It helped eliminate discrepancies in terms of employment conditions, benefits, and responsibilities, creating a level playing field for all staff members and compliance with labor laws and regulations. Having the contract approved by our school board attorney mitigates the risk of legal issues related to unequal treatment or unfair employment practices.

The Faculty Association requested transparency in contracts and benefits. Harmonized contracts contribute to increased transparency at the TCIS. When all employees have access to standardized terms and conditions, it reduces confusion and misunderstandings, fosters a more open and communicative work environment, and provides a common language for the Faculty Association to have conversations with both teachers and administrators. These changes were submitted to the school board attorney for review on November 29, 2022. The school attorneys approved the contracts, and all staff contracts were harmonized for the 2023–24 school year to be consistent and give greater detail to staff on the school-wide expectations.

The TCIS Faculty Handbook underwent a thorough revision for the 2022-2023 academic year, serving as a pivotal document for conveying policies and procedures to our faculty. Subsequently, the administrative team, through dedicated planning workshops, crafted a more comprehensive version, which was further refined for the 2023–2024 school year. Over the years, the handbook has evolved in clarity based on feedback received from our staff asking for more clarity. Teachers requested more transparency in who receives stipends, and these were added to the 2023–24 Faculty Handbook.

Teacher and Staff Qualifications

Ensuring the proficiency and certification of teaching staff remains a priority at TCIS. All teachers hold certification in their respective states or provinces (USA, UK, or Canada), while Thai and Chinese teachers are certified in Thailand and Taiwan. Ongoing certification maintenance is a requisite for all teachers during their tenure at TCIS. Additionally, AP teachers receive specialized training in their subject areas thanks to funding from TCIS's dedicated fund for AP Professional Development. In addition to the training, the TCIS provides a stipend for AP Teachers 2023–24 Faculty Handbook (p. 24). In addition, all international teachers in Thailand must qualify

to receive a Thai teaching license through Kurusapa, and their teacher license requirements have been recently updated.

The commitment to professional development extends to elementary teachers who undergo training in the Columbia University Reading and Writing Program, funded through the TCIS Professional Development Fund. Western Teachers, a majority of whom are Google Certified to at least Level 1, with several attaining Level 2 or Google Trainer status, showcase our dedication to technological proficiency. The Thai teachers train with the Office of the Private Education Commission (OPEC) and the International Schools Association of Thailand (ISAT). The Chinese teachers attended the World Chinese Language Association Seminar (WCLA) and the Association Teaching Chinese as a Second Language Seminar (ATCSL). Notably, 92% of teaching staff and teaching assistants hold CPR and First Aid certifications, exemplifying unwavering commitment to the safety and well-being of our educational community.

Facilities Improvements

TCIS is committed to investing in our facilities in order to provide stakeholders with the most updated, functional, and inviting campus that they can provide. The 2023 five-year strategic plan includes a large investment in facility upgrades. Below is a list of facility-related items from the five-year strategic plan that have been completed:

- Changed the new carpet in the auditorium room (360);
- Renovated Toilets in Building 1, 4, and 5;
- Renovated Student Changing room;
- Repainted MS Lockers;
- Renovated walk path;
- Added a 3rd Floor Teacher Restroom to Building 3;
- Added School Bus Parking Lot;
- Repainted HS Lockers;
- Renovated Cooking Class Kitchen (recommended by the Facilities Committee, 2022-23);
- Painted all outside of ES and HS (recommended by the Facilities Committee, 2022-23);
- Renovated Teacher's Lounge (recommended by the Canteen and Lounges Committee 2022–23 and the Sunshine and Wellness Committee 2022-23);
- Replaced of Canteen Flooring (recommended by the Canteen and Lounges Committee, 2022-23);
- Replaced CCTV throughout the entire campus (recommended by the School Safety and Child Safeguarding Committee 2022-23);
- Renovated of 360 (auditorium) Stage (recommended by the Facilities Committee, 2022-23);
- Installed all new electrical lighting systems and performance lights for the 360 Hall room (recommended by the Facilities Committee 2022-23);
- Replaced the 5th Floor Gym Sound System (recommended by the Graduation Committee, 2022-23);
- Replaced the 5th Floor Gym Sound System (recommended by the Graduation Committee, 2022-23);
- Renovated of outside Basketball Court;
- New toilet signs (recommended by the Administrative Committee, 2022-23);

- New Senior Lounge;
- ECE Playground Protection Pad;
- Added adult Showers in Building 4 (recommended by the Administrative Committee 2022-23);
- Added MacMini Lab for Elementary School;
- Upgrade the school entrance gate system;
- Rain Protection Canvas for ECE and building 5 Corridors;
- Contracted with a new Canteen Provider;
- Protection Pad at GYM 4;
- Replace the new Basketball hoop in GYM 5;
- Installed new Occupational Therapy Room (Recommendation from Student Services Team);
- Renovated Academic Enrichment Room;
- Renovate gym 4 (enclose from elements, A/C); (In progress)
- Paint all ES/MS/HS Classroom Interiors (In progress)

Parent Association

The TCIS has an organized group of parents called the Parent Association. This is an elected group of parents who represent the interests of the parents and communicate with the school. The Head of School meets with the Parent Association President weekly to discuss school concerns.

Grade-Level Parents

In the 2023–24 school year, they added a group of parents that consisted of grade level representatives from each grade from PK2–Grade 12. The Head of School and the Thai Director meet this group of parents weekly to discuss school matters and resolve issues quickly. These groups' role is to serve as a liaison between parents and school administration, fostering effective communication and collaboration. The importance of the parental voice in a school setting cannot be overstated, as parents bring valuable perspectives, insights, and experiences that contribute to the overall success of the TCIS. By actively involving parents in decision-making processes, they acknowledge the crucial role they play in their children's education. Their voice adds a unique dimension to the educational discourse. In recognizing and valuing the diversity of voices, the school aims to create an inclusive and participatory environment that enhances the overall quality of education and ensures the holistic development of our students.

Safe Campus

In response to an ever-growing emphasis on student safety, as listed as an area of critical importance in their last report, the school has implemented a comprehensive set of security measures to create a secure and protected campus environment. One notable addition is the introduction of gate check-ins at key entry points, where students and visitors must go through a controlled access point before entering the premises. This measure not only helps in monitoring and regulating the flow of individuals on campus but also serves as an initial layer of security to screen and identify those entering the school grounds. As part of the ongoing commitment to providing a safe environment, comprehensive measures have been implemented to enhance the accessibility and clarity of restroom facilities within the TCIS. Notably, all restroom facilities have been designated for either students or adults, aligning with their dedication to fostering a comfortable and accommodating atmosphere. In response to the evolving needs of our diverse

community, specific efforts were undertaken during both the 2022–23 and 2023–24 school years to augment the number of adult bathrooms. This strategic initiative ensures that the facilities are equipped with adequate spaces to cater to the distinct requirements of both students and adults, promoting a safe campus.

Furthermore, a comprehensive update to all restroom signage has been executed to incorporate information in all three languages, thereby ensuring effective communication and understanding among all stakeholders. This proactive measure reinforces our commitment to inclusivity and serves to facilitate a seamless and universally comprehensible restroom experience for everyone within our educational community.

The school also changed the security firm that handled the campus security personnel on May 1, 2023. The new company, named PCS Security and Facility Services, provides security guards with better training that meets international standards. The parents, faculty, and staff have all commented on the higher standards of security that have come with this change in security firms.

Furthermore, the installation of additional state-of-the-art closed-circuit television (CCTV) 204 cameras across the campus ensures continuous surveillance, enhancing the overall security infrastructure. These cameras are strategically placed to cover all key areas, providing real-time monitoring and recording capabilities. To complement these efforts, additional safety measures include the padding of poles and structures throughout the school premises to mitigate the risk of accidents or injuries. In addition, all student and staff ID cards have been upgraded with RFID chips, allowing for efficient identification, and tracking within the school premises. These advancements collectively contribute to a fortified safety net, fostering a secure and conducive learning environment for everyone associated with the school.

In the 2022–23 academic year, dedicated committees were established to enhance the overall quality of the TCIS. Each committee boasted the active participation of all teaching staff members, with designated Senior Administrators providing guidance and support. The primary objective of these committees was to empower educators and identify opportunities for school improvement. A comprehensive approach was undertaken, involving a thorough SWOT analysis within each committee's focus area, soliciting feedback from stakeholders through surveys, and subsequently formulating action plans. The culmination of these efforts occurred on May 22, 2023, when committees presented their findings.

Regarding the preparation of the Mid-cycle Progress Report, the administrative team carefully examined multi-year data to compile a comprehensive report. This document was then disseminated to all teaching and non-teaching staff members, encouraging input in the form of additions, modifications, and suggestions for improvement. Teachers met on January 29, 2024, for a Gallery Walk to comment on data as well as additional areas of growth. In addition to internal stakeholders, the report was shared with both the Parent Association and Grade Level Parent Representatives, eliciting further insights and recommendations. Throughout the past two years, the information derived from the Mid-cycle Progress Report has been consistently communicated to the Foundation Board, where deliberations and discussions on proposed changes take place. Furthermore, the Board receives a preliminary draft of the report, providing them with the opportunity to contribute comments and suggestions, thereby ensuring a collaborative and informed decision-making process for all stakeholders.

II. Progress on Implementation of the Schoolwide Action Plan

TCIS created viable action plans to incorporate the six areas identified by the last visiting WASC committee three years ago. They developed an action plan that properly clarified their goals to address and set up a systematic approach identifying purpose, resources needed, entity responsible for the activity and a way to measure success or progress.

The VC committee toured, observed, reviewed their mid-cycle report, and interviewed the stakeholders to validate their claims of accomplishing positive results in their action plans. Based on our conclusions, the VC committee makes acknowledgments in section three of the progress of their action plans.

The VC committee concluded that all the areas were addressed to differing degrees of progress. Changes in personnel and adjustments in their school program assisted them in making progress to the action plan goals. Section three identifies the level of progress of the six items and discusses some areas to review and modify actions. The school can modify and strengthen their approaches to working on these action plans. Several areas, though worked on, can be further adjusted to get better results.

In addition, the VC committee, in concert with the school, suggests areas related to the original action plans to work on in preparation for adjusted changes.

III. Schoolwide Areas of Strength and Critical Areas for Follow-up

Schoolwide Areas of Strength

In 2021, 9 strength areas were identified during the Self-Study visit:

1. School Purpose is clear and reflects the school's belief and philosophy.

The school is still strong in this area with the stakeholders at all levels understanding the mission, vision and the SLOs.

2. The governing authority policies are consistent with the school's mission and vision and support the achievement of SLOs.

The school board, head of school and directors of divisions work together to accomplish the goals as defined with the mission, vision and SLOs.

3. There is a strong cultural awareness at TCIS which is celebrated throughout the school.

The school celebrates and promotes diversity and applies this to all levels of the school.

4. Student achievement and SLO accomplishments are recognized and promoted.

The VC committee verified that both achievement and SLOs were visible and promoted schoolwide.

5. There is schoolwide integration of global concepts, perspectives, and issues in all TCIS divisions.

TCIS has made a serious effort to value and promote global concepts, perspectives, and issues in all the TCIS divisions.

6. There is correlation between the concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

TCIS continues to correlate concepts and skills taught following academic standards and SLOs.

7. TCIS engages students cognitively to achieve the academic standards.

Rigor and preparation to be competitive worldwide were evident at most levels of the school.

8. The VC commends the School Board for their vision in supporting the school, adapting over the years to changes in the student population, and supporting families and staff during the pandemic.

The board continues to be both consistent and supportive of the school's mission and vision through the support of the site administration and staff.

9. TCIS has embraced its certified 'Google School' status which has benefited all aspects of the school.

TCIS continues to support this system in both PD and application.

Additional areas of strength from the 2024 Mid-Cycle visit:

1. TCIS has added additional support with the hiring of several counselors and support personnel.
2. The leadership hierarchy from the school board to the school head, directors and line leaders helps set up a flow of bi-directional changes.
3. Parents' main reasons for choosing TCIS is a combination of good academics for their children, trilingual education, and good value in comparison to other schools in the vicinity. Parents also spoke to positive lines of communication, and a supportive learning support program.
4. Parents were proud of the level of education provided to their children, and this was evidenced by university acceptances and scholarships awarded.
5. Safe and secure campus with e-card access.

Critical Areas for Follow-up

In 2021, 6 critical areas were identified during the Self-Study visit:

1. Review the implementation and needs of a comprehensive counseling and support system for all three divisions covering all academic and socio-emotional areas.

The school has made positive steps in addressing this critical area. The socio-emotional counseling team has grown since the 2021 Self-Study. A Head of Student Services oversees the areas of counseling and learning support. The socio-emotional counseling referral process is published for all stakeholders and available via Google Forms.

College Counseling support is offered for all students from Grade 8 onwards. The College Counselor, new in their position this academic year, also provides weekly seminar classes to all Grade 11 students as part of their college application process. Plans to expand this service to Grade 12 students are in place.

For ELL support, students are typically identified during the admissions process. Referral is also possible via ELA teachers communicating with the Student Services Department. The allocation of ELL support is based on objective benchmarks of the WIDA assessment, with tiered support ranging from sheltered instruction from mainstream ELA classes provided by ELL teachers (Level 1 and 2), to integrated small group intervention (Level 3 and 4). Student achievement data is tracked on a semesterly basis to ascertain whether students can exit ELL support (when achieving a WIDA Level 5).

For special needs support, a member of the counseling team has outsourced occupational therapy sessions twice per week from a licensed professional. Students identified for this need are scheduled accordingly via their assigned caseworker in the Student Services Department. During the visit, parents were complimentary of their experience with the support services available at TCIS. The provision of additional support services in special needs is recommended for review by the school's Leadership Team. Either additional staffing support may be required, or the provision of clarity and transparency in the admissions process regarding the level of the school's support services in this area.

2. Review and adjust the needs of curriculum and staffing to best address a trilingual school approach to cover native speakers and new language learners (e.g., ELLs) to ensure students meet the graduation requirements of the TCIS high school program.

Teachers, students, and parents highlight the trilingual program at TCIS as their primary reason for enrolling in the school. Academic standards for proficiency in all three languages are rigorous. Academic scheduling adjustments are in place for all students to achieve the goal of trilingual proficiency. Such accommodations include mother tongue and non-native classes for Chinese and Thai, and options for students to 'opt out' of Chinese/ Thai classes for an academic year to bring their English proficiency up to the required standard to succeed in high school classes.

In strict cases of admission, students are denied a place at TCIS if it is ascertained that they will not be successful in English language acquisition come graduation. The school utilizes MAP testing for benchmarked student achievement data from Kindergarten to Grade 7, PSAT 8/9 for grades 8 and 9, PSAT 10 for Grade 10, and the SAT for Grades 11 and 12.

3. Establish a systematic, transparent, and long-term approach to Staff Professional Development and involve staff in the planning process.

The school has a transparent per-head professional development budget model. Most teachers are aware of the application process for professional development courses and feel supported in their pursuit of additional professional development opportunities. Thai staff also expressed satisfaction with their access to professional development workshops via ISAT. Upon the completion of professional development workshops, staff are encouraged to share knowledge with the faculty during in-service professional development days.

In conversations with the faculty, teachers requested additional opportunities for collaboration with their colleagues. It is therefore recommended for the school to review the current meeting rotation schedule to incorporate more collaboration time or provide other scheduled opportunities for collaborative conversation/ PLCs among subject/ grade-level colleagues.

4. Review and reinforce the admissions process so that it is always consistent and methodical.

The admissions team has developed distinct, clear, and objective criteria for admissions into TCIS. Paper-based screening assessment is utilized at the pre-Kindergarten level. In addition to an interview in English, students complete the MAP screener assessment as part of the admissions process. There are also language assessments in Thai and Chinese to ascertain academic placement in these classes.

TCIS offers a 2-week trial period and has set times throughout the year for students to see whether an international education is for them. Some teachers felt as though this was ‘babysitting’ on some occasions, particularly for families who annually enroll in the trial period (coinciding with the Thai school holidays). Teachers also reported that it was sometimes challenging for them to integrate trial students in their classes. It would be advantageous for the school to communicate the purpose of the student trial policy (i.e. increased enrollment, increased instructional budget, increased salary & benefits etc.), and publicize the percentage of admissions which results from such trials.

When discussing the biggest challenge facing TCIS moving forward, increasing the number of students was raised by multiple stakeholders. It would be advantageous to explore additional marketing opportunities to address this need which may involve additional staffing, or specific marketing initiatives beyond existing measures (student trial period, open houses, education fairs etc.).

5. Review the U.S. and Thailand protocols for Child Protection and Student Safety and bring the schoolwide needs to date for all staff, students, parents, and physical resources.

The school has a Child Protection Policy in place. Professional Development is offered to all faculty members regarding its implementation. Most teachers are aware of the referral process for child protection and safeguarding; however, it would be advantageous to continue reviewing the referral process at an upcoming faculty meeting to ensure prompt compliance with this critical aspect of school policy. Moreover, the most recent review data of the Child Protection Policy is unclear. An annual review is recommended.

6. Enforce guidelines for academic and attendance expectations and communicate these to all stakeholders.

The school communicates policies and expectations during student/ parent orientation, via the student/ parent handbook, and via course syllabus documents at the beginning of the academic year. Policies and expectations are reinforced throughout the academic year via parent coffee mornings, newsletters, learning management systems, Monday morning assemblies, and additional student assemblies, the latter of which are typically student-led.

The school identified one additional area of growth within their mid-cycle report:

7. Review school policies, develop detailed procedures, and communicate with all stakeholders.

During the visit, the Head of School acknowledged that whilst all policies and procedures are communicated with faculty via email, assemblies, meetings, and internal staff resources, more could be done to further solidify these efforts.

Additional Areas of Focus - Mid-Cycle Visit

In addition to the areas identified in the 2021 Self Study which are currently being addressed by the school, the VC has the following recommendations resulting from the mid-cycle visit:

1. Board of Governance & Leadership Team

The VC praises the support of the Governing Board for its support of the Leadership Team running the day-to-day operations of the school. Board Policy has recently been amended to solidify this working relationship, as well as to bring policy items up to date in terms of diversity and inclusion. It is recommended to continue this order of organizational operations moving forward for the continued growth of the school.

2. IB Diploma Program Approval

The TCIS Leadership Team is seeking to position itself as a unique educational establishment which offers AP courses as part of its high school diploma, in addition to the IB Diploma Program in grades 11 and 12 – no school in Bangkok offers both programs. Further data in support of this initiative is increasing student retention considering the additional challenge that the IB Diploma would bring, as well as strengthening student college applications. Parents were excited for the opportunities that this additional program would bring to their children, with some explicitly stating they hope the IB DP program would be in place by the time their children enter grade 11. During conversations with Executive Board Members, whilst there were concerns about the extra ‘stress’ that adopting IB may place upon students and the faculty, members were supportive of the TCIS Leadership Team.

3. Salary & Benefits Package

As detailed in the TCIS mid-cycle report, a recent exit survey for departing faculty members indicated that 57.1% of departing teachers cited compensation and benefits as the primary reason for not renewing their contracts. In addition, 42.9% of departing teachers mentioned limited career advancement and better opportunities as reasons for leaving the school. Recruitment was also highlighted as challenging, with the Leadership Team stating that recruitment was made difficult as many of the candidates turned down offers based on the salary package.

Teachers have not seen modifications to the salary scale since 2015. Despite plans for an increase in the 2020 school year, the impact of COVID-19 and student enrollment rates prevented modifications. Based on this data, it is evident that addressing the salary and benefits structure is crucial for recruiting and retaining teachers at TCIS. This not only aligns with the goal of creating a fair and transparent system, but also addresses the concerns of departing teachers and contributes to teacher retention. Such measures are essential for maintaining a motivated and qualified teaching staff, ultimately benefiting student learning and the overall success of the school.

4. Leadership Structure

TCIS has a leadership structure in place which includes Heads of Department (HODs) below the organizational level of the Principals. HODs are primarily responsible for curriculum alignment matters within their subject area, problem solving at the subject level, and act as one stage in the purchase approval process, albeit informally. The additional position of Lead Teachers

was added in the 2023/24 academic year. Lead Teachers are primarily responsible for student assembly planning (with the Principals), as well as serving as an initial point of contact for teachers.

Teachers reported feeling supported by all levels of the school's Leadership structure. However, the lack of a clear delineation of duties and responsibilities between HODs and Lead Teachers may result in some duties being overlooked. The HODs and Lead Teachers found it challenging to clearly articulate their lines of responsibility during the visit, and this lack of clarity may be involuntary passed on to the faculty. For example, some teachers reported a perceived lack of curriculum support when joining the school, whereas others did not. It is therefore recommended for the school to evaluate the effectiveness of this leadership model and make any necessary adjustments to the delineation of duty.

5. PowerSchool Implementation

TCIS has recently (2023/24) transferred to the implementation of PowerSchool for its Learning Management System. It is recommended for the school to continue offering professional development support for teachers regarding the implementation of this new LMS software.

It is recommended for the school to solidify the above 5 VC recommendations into a revised schoolwide action plan.